

– **Anforderungsbereich III: *Evaluation: comment or recreation.***

Dieser Bereich bezieht sich auf das Werten und Gestalten. Komplexe Sachverhalte müssen planmäßig bearbeitet werden. Ziel ist es, selbstständig zu Lösungen, Deutungen, Folgerungen, Begründungen oder Wertungen zu gelangen. Methoden und Lösungsverfahren müssen von Ihnen selbst gewählt werden.

In der schriftlichen Abiturprüfung müssen Sie Kenntnisse und Fertigkeiten aus den vier Bereichen des Faches nachweisen:

- Sprache,
- interkulturelle Kommunikation,
- Umgang mit Texten und Medien sowie
- fachspezifische Methodik und Lern- und Arbeitstechniken.

Anhand von Arbeitsanweisungen müssen Sie eine oder mehrere englischsprachige Textvorlagen bearbeiten (Textrezeption) und einen zusammenhängenden, eigenständigen Text verfassen (schriftliche Textproduktion).

Vorlagen können sein:

- Literarische Texte und Sachtexte,
- audio-visuelle Vorlagen und Hörtexte,
- Bilder und Grafiken.

#### **4 Operatoren – wissen, was zu tun ist**

Die Operatoren sind Arbeitsanweisungen, die angeben, was bei der einzelnen Aufgabe genau zu tun ist, z. B.:

*Analyse the means the author uses to illustrate his views. Comment on Springsteen's commitment as an artist.* (siehe Prüfung B 4 in diesem Buch).

Die Operatoren sind weitgehend standardisiert. Wenn Sie sich genauer mit ihnen beschäftigen, können Sie Art und Umfang der geforderten Leistung gut einschätzen, was auch hilfreich ist, um die zur Verfügung stehende Zeit sinnvoll einzuteilen. Neben den Operatoren gibt aber auch die angegebene Punktzahl einen wichtigen Hinweis auf den erforderlichen Umfang!

Im Folgenden werden die Operatoren nach den Anforderungsbereichen geordnet aufgeführt, ihre genaue Bedeutung anhand von Beispielen erläutert und häufig auch passende Vokabeln oder Redewendungen genannt, die hilfreich für die Bearbeitung der Aufgabe sind.

#### 4.1 Operatoren im Anforderungsbereich I

- *describe* **beschreiben**; eine detaillierte und möglichst konkrete Darstellung geben (auch Anforderungsbereich II)
  - *Describe the setting of the story and its effect on the characters' state of mind.*
  - *Describe the situation in the cartoon by referring to the text and point out its message.*

##### Nützliche Formulierungen und Redewendungen:

Die Beschreibung von Cartoons:

- *The cartoon/drawing/photo/picture illustrates/portrays/shows ...*
  - *In the cartoon/drawing/..., we can identify/see/make out ...*
  - *in the foreground/background/middle distance (nicht: 'middleground!')*
  - *at the top/bottom*
  - *in the middle; in the upper/lower half*
  - *on the left/right; at the right/left side*
  - *in the top right/left corner; in the bottom right/left corner*
  - *the speech/thought bubble says "...*
  - *the caption says that/tells us that this is a photo/... of*
  - *the artist uses a label/labels which says/say ...*
- 
- *outline* **umreißen**; nur die Schwerpunkte eines Themas präsentieren, ohne ins Detail zu gehen
    - *Outline the author's views on the effects of globalisation on the developing world.*

##### Nützliche Formulierungen und Redewendungen:

- *The author's/writer's main/most important/principal arguments are ...*
- *The most important/significant point(s) (that) the author makes is/are ...*
- *In outline, the author's/... point is that ...*
- *Without going into detail, the text makes clear that ...*
- *Turning to the effects of globalisation/..., the writer's main point is ...*
- *As far as globalisation/... is concerned, the writer focuses on ...*

- *point out* **hinweisen auf**; gewisse Aspekte eines Themas herausfiltern und erklären
  - *Point out the writer's attitude to artificial insemination.*

**Nützliche Formulierungen und Redewendungen:**

- *The author/writer/journalist/reporter ...*
- *... describes the situation of ...*
- *... informs the reader about ...*
- *... tries to persuade the reader to ...*
- *... tells the reader how to ... most effectively/easily*
- *... explains the situation of .../the sequence of events leading to ...*
- *... attacks the idea that ...*
- *... doubts the evidence for .../that ...*
- *... criticises the attitude of ...*
- *... questions the facts about ...*
- *... pokes fun at/ridicules the idea that .../of ...*
- *... speaks in an exaggerated way about ...*
- *... gives a biased/one-sided view of ...*
- *... warns of the possibility/likelihood that .../of ...*
- *... defends the argument that ...*
- *... tries to be objective about ...*
- *... seems to have a neutral/balanced attitude towards ...*

- *present* **darstellen**; (neu)strukturieren und niederschreiben
  - *Present the situation of the main character at the beginning of the story.*
- *state* **darlegen**; klar und unmissverständlich sagen/schreiben
  - *State briefly the problems faced by ethnic minorities in the UK.*

**Tipp:** Der Operator *state* bezieht sich ausschließlich auf den tatsächlichen Inhalt eines Textes.

Bringen sie auf keinen Fall Ihre eigene Meinung ein!

- *summarise* **zusammenfassen**; eine kurze Darstellung der Schwerpunkte eines Textes geben/*write a summary* **eine Zusammenfassung schreiben**
  - *Summarise the information on the dangers of climate change given in the text.*
  - *Write a summary of the author's position on climate change.*

**Tipp:** Bei der Zusammenfassung eines Ganztextes wird das Original auf eine Länge von etwa einem Drittel reduziert.

Viele Zusammenfassungen beinhalten unnötige Details und Nebensächlichkeiten. Daher: *When in doubt, leave it out* (Im Zweifelsfall: weglassen). Notieren Sie Schlüsselwörter, die auf die Hauptinformationen des Textes verweisen. (Die sechs Fragewörter wer?, was?, wo?, wann?, wie? und warum? können Ihnen helfen, Schlüsselwörter leicht zu erkennen.)

Benutzen sie Aufzählungen (*enumerators*) und Konjunktionen (*connectors*), um eine Zusammenfassung zu strukturieren und um Sätze und Absätze miteinander zu verbinden.

#### **Nützliche Formulierungen und Redewendungen:**

- firstly/secondly/...; to begin with
- then; after that; goes on to say/emphasise/...
- finally(nicht: ~~at/in the end~~); in conclusion
- although; moreover; furthermore; ...
- on the one hand ..., but on the other (hand) ...
- either ... or ..., neither ... nor ...
- despite/in spite of this,; nevertheless; ...

## **4.2 Operatoren im Anforderungsbereich II**

- **analyse analysieren; examine untersuchen;** gewisse Aspekte und/oder Merkmale eines Textes beschreiben und erklären
  - *Analyse the opposing views on social class held by the two protagonists.*
  - *Examine the author's use of language.*

#### **Nützliche Formulierungen und Redewendungen:**

Die Einstellung des Autors analysieren/untersuchen:

The writer ...

- attacks the idea that ...
- doubts the evidence for .../that ...
- questions the facts about .../the claim that ...
- criticises the attitude of ...
- pokes fun at .../ridicules the idea/suggestion that ...
- gives a prejudiced/one-sided picture/view of ...
- warns of a development that could/might ...

- *has a critical/objective/sceptical view of ...*
- *has a/an approving/positive/disapproving/negative attitude towards ...*

**Den Sprachgebrauch analysieren/untersuchen:**

- *The author makes use of colloquial/informal/formal language.*
- *The author's use of words and expressions like ... and ... shows ...*
- *The author's use of ... is a play on words as it can be understood to mean ...*
- *The author's attitude to ... is expressed by his use of language like ...*
- *The author's use of stylistic devices such as ... and ... emphasises that.*

- *characterise **charakterisieren**; write a characterisation **eine Charakterisierung schreiben**; die Charaktere beschreiben und untersuchen, wie sie präsentiert werden*
  - *Characterise the main characters in the play.*
  - *Examine how the principal figures are characterised.*
  - *Write a characterisation of the main protagonists in the story.*

**Tipp:** In der Literaturwissenschaft unterscheiden wir zwischen der direkten und der indirekten Charakterisierung:

- Unter direkter Charakterisierung verstehen wir die unmittelbare Beschreibung einer Person durch den Autor / die Autorin oder durch einen anderen Charakter.
- Die indirekte Charakterisierung dagegen ist die mittelbare Schilderung einer Person anhand ihres Verhaltens. Es wird also der Leserin oder dem Leser überlassen, selbst Rückschlüsse zu ziehen.

**Nützliche Formulierungen und Redewendungen:**

Charakterisierung von Personen:

- *(to) characterise a person directly/indirectly*
- *(to) describe a character/person/protagonist*
- *(to) get/receive information about/insights into a character's personality/state of mind*
- *(to) begin by telling the reader that ...*
- *(to) transmit information about ... by ...*
- *(to) understand that ... is a/an emotional/strong/weak/dishonest/hypocritical/... person because we are told/read/hear that ...*

- (to) interpret a character's actions as suggesting that ...

**positive Charaktermerkmale:**

agreeable (angenehm), cooperative, courageous, fair/fair-minded, generous, honest, loyal, nice, open, pleasant, predictable (berechenbar), reliable (zuverlässig), tolerant, trustworthy, understanding, warm-hearted, well-behaved, ...

**negative Charaktermerkmale:**

aggressive, boastful (angeberisch), brutal, cold, cynical, disagreeable (unangenehm), disloyal, greedy, mean (gemein), narrow-/small-minded (engstirnig), nasty, pompous, promiscuous (den/die Sexualpartner(in) häufig wechselnd), sly (gerissen), unfair, unpleasant, unpredictable (unberechenbar), unreliable (unzuverlässig), violent, vulgar, ...

**Tipp: Vorsicht:** Im Bereich der negativen Merkmale werden besonders häufig Fehler gemacht, da sie oft in einem anderen Kontext verwendet werden als im Deutschen!

- **compare vergleichen;** Ähnlichkeiten und Unterschiede ermitteln und aufzeigen (auch Anforderungsbereich III)
  - *Compare the two characters' attitudes to the war.*

**Nützliche Formulierungen und Redewendungen:**

- (to) compare a person/place/thing ... with another person/...
- (to) differentiate between ... and ... in so far as ...
- (to) weigh/balance/measure the differences/similarities between ... and ...

- **describe beschreiben;** eine detaillierte und möglichst konkrete Darstellung geben (auch Anforderungsbereich I)
  - *Describe how the writer creates an atmosphere of suspense.*
  - auch möglich in „Kombiaufgaben“, Anforderungsbereiche I und II:
  - *Describe and interpret the cartoon.*
  - *Describe the situation in the cartoon by referring to the text and point out the cartoon's message.*

**Nützliche Formulierungen und Redewendungen:**

*Die Interpretation von Cartoons:*

*Only the ... is what he/she/it appears to be.*

- *The (remaining) characters/artefacts represent/stand for/symbolise other people/things.*
- *The labelling makes clear that the ... represents/stands for ...*
- *The message of the cartoon is ...*
- *I think the cartoon intends/wants to make clear/say that ...*
- *Like all political cartoons, this one criticises ... by poking fun at/ridiculing ...*

- *explain erklären; beschreiben und im Detail definieren*
  - *Explain the protagonist's obsession with making money.*
  - *Explain how the pie chart and the line graph support the writer's view.*

**Nützliche Formulierungen und Redewendungen:**

*Die Erläuterung von grafischen Darstellungen:*

- *The line graph deals with/shows the relationship between productivity and labour costs in manufacturing industries between 1990 and 2005.*
- *The bar chart compares the pay of men and women in Sweden and the UK from 2000 to 2006.*
- *The pie chart deals with/shows the distribution of seats in the US Congress after the last election.*
- *The line rises gradually/slowly/sharply/steeply/fast and peaks at/reaches a peak at ...*
- *The line falls gradually/slowly/sharply/steeply/fast and bottoms out at ...*
- *The graph shows/illustrates a steady/sharp increase/rise/decrease/fall in street crime over the last two/... years/...*
- *The pie chart is divided into five segments showing the number of votes won by the five main parties in the federal election of 2005.*
- *The pie chart shows/makes clear the current distribution of jobs in manufacturing and service industries in the USA.*
- *The statistics present data about/on youth unemployment in the EU/... at the end of 2007.*
- *According to official/UN/... statistics, poverty is increasing in Africa/...*

- The statistics on/relating to outsourcing to Central Europe/Asia suggest that ...
  - The data is statistically insignificant (statistisch unbedeutend) because it falls within a 2 % margin of error.
  - The statistics/figures are misleading because they do not include/take account of/take into account absence through ill health/...
- 
- illustrate **veranschaulichen**; erklären bzw. verdeutlichen anhand von Beispielen
    - Illustrate the author's use of metaphorical language.

#### Nützliche Formulierungen und Redewendungen:

Gebrauch von Stilmitteln:

- (to) make use of a stylistic/literary device
- (to) employ/use hyperbole/repetition/... when describing/speaking of ...
- (to) make use of a simile/... to describe ...
- (to) use understatement/... as when the author says in line .../in lines ... and ...
- the author's use of repetition/... in line ... makes his/her attitude clear to the reader
- the author's style is formal/colloquial as when he/she writes in lines ... to ... "..."
- the writer is highly critical of ... as when he/she refers to/points out that ...

#### Funktion von Stilmitteln:

- (to) emphasise/stress a point/an argument
  - (to) highlight a key event/incident
  - (to) make one's opinion/position/meaning clear to the reader
  - (to) create a colourful/vivid impression by making use of ... in lines ...
  - (to) make use of hyperbole/... for emphasis
  - (to) use metaphorical language to make clear one's intention/meaning
  - (to) sound friendly/confiding by using the language of everyday speech
- 
- interpret **interpretieren**; Bedeutung herausarbeiten
    - Interpret the message that the author evidently wishes to convey.



**Nützliche Formulierungen und Redewendungen:**

- (to) interpret a cartoon/drama/novel/poem/short story/...
- (to) interpret an extract/a passage/a quotation/a scene from ...
- (to) concentrate/focus on ...
- (to) emphasise/highlight/stress ...
- (to) clarify/make clear/illuminate/shed light on
- (to) understand/take to mean
- (to) assume/read ... into ...
- The apparent meaning of this event/incident is ..., but its submerged meaning is/may be taken/understood to be ...

**Interpretation des Sprachgebrauchs:**

- (to) examine/investigate an author's use of imagery/symbolism, for example ...
- (to) look at an author's use of language/style
- (to) explore a writer's use of literary/stylistic devices
- (to) represent/symbolise/stand for ...
- The author's/writer's choice of words/style is formal/informal/colloquial as when he/she says ...
- The author's/writer's use of language/choice of words indicates to the reader that he/she ...

**Interpretation der Einstellung des Autors:**

The author/writer ...

- ... attacks the idea that ...
- ... doubts the evidence for .../that ...
- ... criticises the attitude of ...
- ... questions the facts about ...
- ... pokes fun at/ridicules the claim/idea that .../of (+ Gerund!)
- ... speaks in an exaggerated/inflated way about ...
- ... gives/presents a biased/prejudiced/one-sided picture/view of ...
- ... warns of a development that might/could ...
- ... defends the argument that ...
- ... is convinced of the fact that ...
- ... has a (highly) emotional/judgemental/personal/subjective attitude towards ...
- ... seems to have a balanced/impersonal/neutral/objective attitude towards ...

- ... has a critical/sceptical view of ...
- ... has an approving/disapproving opinion of ...
- When he/she says "...", the writer is being ironical/sceptical/...
- His/Her view/attitude is prejudiced/... because he/she says "..."

### 4.3 Operatoren im Anforderungsbereich III

- assess **beurteilen**; Gründe für oder gegen etwas darstellen und ausgewogen beurteilen
  - *Assess the importance of cheap energy in economic progress.*

#### Nützliche Formulierungen und Redewendungen:

- (to) assess a course of action/decision/policy/situation
  - (to) assess the importance/significance of ...
  - (to) examine a decision/situation and pass judgement on it
  - (to) make up one's mind about ...
  - (to) arrive at a (final) decision/position about/on ...
  - In/When assessing the problem/issue/question of ..., it is necessary/useful to take the following factors into account before arriving at a final judgement/opinion. Firstly, ..., secondly, ...
  - An assessment of ... presupposes/requires an examination of a number of/several factors, namely ...
  - The author's/writer's assessment of ... is quite different from my own. In my view, it is quite clear that ...
  - I share the author's assessment of ... in so far as/to the extent that ..., but in my opinion he/she exaggerates/underestimates/places too much/little emphasis on ...
  - In arriving at a final judgement/opinion, I have placed a high value on ..., which I consider/think to be decisive.
- 
- comment **kommentieren**; die eigene Meinung zu dem Thema ausdrücken und begründen
    - *Comment on the author's claim that the lack of women in senior management can be traced to a weakness in the role of women in society*

**Tipp:** Es kommt häufig vor, dass ein Kommentar in Form eines Leserbriefes (*letter to the editor, reader's letter*) verlangt wird.

Ihr Brief sollte folgende Bestandteile aufweisen:

- Absender (*writer's/sender's address*), Datum (*date*), Empfänger (*addressee*), Anrede (*salutation*), Brieftext (*body of the letter*), Schlussformel (*complimentary close*)

Achten Sie unbedingt auf die formellen Merkmale:

- *Dear Sir or Madam* (kein Komma)
- *I refer to your leader about ...* (folgende Zeile)

oder

- *Sir or Madam – I refer to your leader about ...* (gleiche Zeile mit Gedankenstrich)

Schreiben Sie den Brief kurz und bündig, damit er gelesen und eventuell veröffentlicht wird. Benutzen Sie einen formellen Stil.

- **compare vergleichen;** Ähnlichkeiten und Unterschiede ermitteln und aufzeigen (auch Anforderungsbereich II)
  - *Compare Alan Brown's and Joan Garner's opposing views on preschool education.*

#### Nützliche Formulierungen und Redewendungen:

- *In comparison with ..., ... is/appears to be ...*
- *When compared with ..., ... may be seen as/seems ...*
- *A comparison between ... and ... suggests that ...*
- *On the one hand, we gather/hear/read/understand that ... is ..., but on the other (hand) we also ...*
- *In so far as ... is ..., the reader understands that he/she/it is ...*
- *When comparing ... with ..., it is necessary/useful to note that ...*
- *The author/writer points out the similarities/differences between ... and ...*
- *In explaining/pointing out the similarities/differences between ... and ..., the author/writer intends to express the idea that ...*

- **contrast kontrastieren;** Unterschiede identifizieren und darstellen (vgl. *compare*)
  - *Contrast the author's view of human aggression with the theories of aggression that you have read about.*

**Nützliche Formulierungen und Redewendungen:**

- (to) contrast one opinion/position/view with another
  - (to) draw up/point out the difference(s) between ... and ...
  - (to) differentiate between ... and ...
  - The contrast between ... and ... could hardly be greater/more marked.
  - In contrast to ..., ... is/seems/may be said to be ...
  - The author/writer draws a contrast between ... and ..., but this is flawed/misleading/mistaken/not the case. In my own opinion, the similarities are greater than the differences. For example, ...
  - Any contrast between ... on the one hand, and ... on the other, must/should concentrate/focus on the issue/question of ...
- discuss **diskutieren**; ein Thema argumentativ mit Gründen dafür und dagegen untersuchen
- Discuss the implications of globalisation as described in the press article.

**Nützliche Formulierungen und Redewendungen:**

**Einleitung des Themas:**

- It is important/useful to begin/open by saying/pointing out that ...
- It makes sense to start by asking whether ...
- There are a number of points/issues to consider here.
- There are several questions to think about when discussing ...
- The issues I want to mention/discuss here are ...
- In my opinion/view ...
- From my (own) point of view it is clear that ...
- Some may disagree, but I feel/think that ...

**Auflistung erstellen:**

- First, ... / First of all, ...
- Secondly, ... / Thirdly, ...
- Finally, ... / Lastly, ... / Last of all ...

**Inhalte mit besonderer Betonung hinzufügen:**

- In addition, ...
- Moreover, ... / Furthermore, ...
- What is more, ...

- Not only ..., but ... also ...
- Another (important) point to consider is : ...
- A further point to emphasise/note ...
- It is often forgotten/overlooked that ...
- Even if that was not the case, we must not forget that ...

**Alternative und Kontraste angeben:**

- Alternatively, ...
- On the one hand, ... On the other (hand), ...
- However, .../Although .../Even though ...
- Despite (+ Gerundium)/In spite of (+ Gerundium)

**Gründe und Ursachen definieren:**

- Because ... /Since ...
- The reason(s) for ... is /are that ...
- The reason why ... is that ...
- The cause(s) of this situation is/are ...

**Ergebnisse und Auswirkungen definieren:**

- As a result (of this), ... /As a consequence (of this), ...
- The effect of this is that ...
- The (inevitable) result of this situation/state of affairs is that ...

**Schluss:**

- To sum up, ...
- In short, .../In general, ...
- On the whole, it can be said that ...
- In conclusion, then, it is clear that ...
- To conclude, therefore, it is hard to deny that ...

- *evaluate* **auswerten**; nach gründlicher Überlegung eine begründete Meinung bilden
  - *Evaluate the impact of illegal immigration on the American Dream.*

**Tipp:** Im modernen Gebrauch sind *evaluate* und *assess* faktisch synonym. Als Operator (*operative verb*) jedoch verlangt *evaluate* kein endgültiges Urteil. Bei *assess* dagegen sollte man eine Meinung auf Basis der Auswertung formulieren.

**Nützliche Formulierungen und Redewendungen:**

(to) evaluate a course of action/state of affairs

(to) evaluate/weigh up the worth of ...

(to) examine a decision/situation

(to) make up one's mind about ...

(to) form an opinion about/on ...

(to) get/receive an impression of ...

In/When evaluating the problem/question of ..., it is necessary/useful to take the following factors into account. Firstly, ..., secondly, ...

An evaluation of ... requires that we enquire into/examine/look at a number of/several factors, namely ...

The author's evaluation of ... is quite different from my own. In my view, ...

I share the author's evaluation of ... in so far as/to the extent that ..., but in my opinion he/she exaggerates/underestimates ...

- justify **rechtfertigen**; ausreichende Gründe für Entscheidungen oder Schlussfolgerungen präsentieren
  - *You are the principal of a school. Justify your decision to ban smoking on the school premises.*

**Nützliche Formulierungen und Redewendungen:**

(to) give grounds/reasons for a course of action/a decision/a point of view

(to) give a justification for ...

(to) give/present an explanation of ...

(to) demonstrate/show/prove that a course of action/decision/opinion/situation is justified/reasonable/sensible

The author/writer justifies his/her opinion/position on the grounds that ...

The government/... justifies its decision/policy on two/three/... grounds, namely ...

I agree with the author's/writer's argument that ... is justified in so far as ...

The justification for this policy/... is said to be ..., but this is clearly not the case. To begin with, it is undeniable that ...

On the contrary, common sense/experience/natural justice suggests that ... is the case.

The author's/writer's position is less a justification than an excuse (Ausrede).

The fact (of the matter) is ...